



## Covid-19 Contingency Plan. Safeguarding Addendum.

### 1. Introduction

Keeping Children Safe in Education (KCSIE) 2020 is statutory safeguarding guidance that the school continues to have regard to; although the way in which BGGs is currently operating in response to coronavirus (COVID-19) is fundamentally different to business as usual, this guidance and procedures set out in the school's Child Protection, Managing allegations and Safer Recruitment Policies continue to apply. The Single Central Record (SCR) continues to be kept up to date as outlined in paragraphs 164 to 171 of KCSIE (2020). The Staff Code of Conduct continues to apply during periods that staff are working remotely. Prevent management in local authorities is still operating; the school will continue to adhere to locally agreed referral procedures.

This policy forms an addendum to existing guidance and reflects current guidance received from the Local Authority and central Government. **All schools are doing what they reasonably can to keep all pupils and staff safe. The expectation is that, from September 2020 all pupils will return to school full time, but there may be other periods when the majority of children at BGGs are not physically attending school, e.g. in the event of a Local Outbreak, National/Local lockdown. Whatever the scenario, it is important that all staff who interact with children, including online, continue to look out for signs a pupil may be at risk of harm.** All staff have been provided with the links to school policy and relevant statutory guidance to remind them of their responsibilities. Whilst providing work for pupils to complete online, staff should be mindful of the staff code of conduct and acceptable use policies.

As the school widens access to more pupils, its priority will be to ensure effective practice is in place to safeguard those who recommence learning on site, the staff who are teaching them and those learning at home.

### 2. Rationale.

A Designated Safeguarding Lead (DSL) or deputy will be on site whenever the school is operational. In the event of a National or Local Lockdown if it is not possible for these staff to be on site then, providing that the Local Authority Strategic Link agrees that the school can remain open in these circumstances, arrangements are in place for them to be consulted remotely, via mobile phone, and/or by using CPOMS software. There will be at least one First Aid trained member of staff on site on every occasion that pupils are in school.

During Lockdown: If the school needs to close due to lack of DSL support, the Local Authority may direct families to appropriate alternative settings.

The following safeguarding principles<sup>1</sup> guide the school in its response to the coronavirus epidemic:

- The best interests of the children come first.
- If any member of the school community has a safeguarding concern about any child, they should continue to act immediately.
- A DSL or deputy will always be available.
- Unsuitable people are not allowed to enter the workforce or gain access to children
- Children are protected when they are online

### Designated Safeguarding Roles.

**Contact for liaison with the local public health team:** Clare Martin (Principal)

**School Designated Safeguarding Lead:** Measha Harris Mob: 07718806340 (Whole School)

Lisa Leary Mob: 07757082901 (Primary phase)

**Deputy Designated Safeguarding Leads:** Keeley Poole Head of Lady Royd Primary (and SLT representative)

Tehreem Khan (EYFS)

**Nominated Governor:** Christine Day

**SENCO** Kashif Mahmood, Lisa Leary

**Estates Manager:** Steve Burd

**Local Authority Strategic Link:** Ken Poucher email: ken.poucher@bradford.gov.uk

Work Mob: 07582109269

<sup>1</sup> Coronavirus (Covid-19): safeguarding in schools, colleges and other providers update 20/05/2020.

**Local Authority interim Lead Safeguarding Education Officer:** Kate Hopton email kate.hopton@bradford.gov.uk  
Work mob: 07582 109139

**Children's Social Care Initial Contact point:** 01274 435600

The named school DSL and DDSL Primary are members of the Contingency Planning Committee (CPC) and will provide safeguarding updates using Microsoft teams.

### **3. Responsibilities during a National or Local Lockdown.**

If the local area sees a spike in infection rates that results in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level affecting a geographical area and will support appropriate authorities and individual settings to follow the health advice.

In the event of a local or national lockdown there will be a skeleton staff in place, including activity leaders and members of the CPC Core group. Contingency plans will be in place to support remote teaching and learning.

The Principal will continue to manage any allegations made about staff during the period that the school is closed.

The Estates Manager will ensure that appropriate site safety and sanitation is in place

The daily Core Group Leader will contact the Local Authority Strategic Link if there is no DSL in attendance.

The Finance Director will ensure that all pupils entitled to Free School Meals (including those identified as vulnerable) have access to a meal or are issued with vouchers.

The SENCos will make weekly contact with the family of any pupils with long term/chronic health needs to ensure their needs continue to be met. Any concerns will be logged on CPOMS.

The named school DSL and DSL Primary ensure that they have access to an internet connected electronic device in the event that they need to work remotely, ensuring that

- a. If a home visit is required then this is carried out by two members of staff (the DSL/ DSL (Primary) and one other) to protect from possible harm caused by lone working
- b. Any phone calls made from home telephones/mobiles use the "withhold number function" (input 141 before entering the phone number being contacted)
- c. Any electronic device being used for safeguarding purposes is locked / logged out of when not being used.

The named school DSL and DSL Primary attend school on a rota ensuring that vulnerable pupils continue to be supported. They:

- Make contact with all identified vulnerable pupils by telephone as outlined in the procedures below
- Record contact made using CPOMS software.
- Make contact with DDSLs to discuss issues as necessary
- Act on any new concerns logged on CPOMS\*
- Liaise with external agencies as appropriate.
- Liaise with the Communications Director to ensure that regular safeguarding information is sent out by email to all pupils and parents, giving details of support that is available.

#### **\*All CPOMS notes should contain the following:**

The type of communication made –i.e. in person, phone contact

Details of all parties involved

Summary of discussion / communication and any other points to note

Any recommendations/ signposting to services made to the family

Arising actions and next steps.

#### **Qualified First Aiders.**

Lady Castle Nursery (on site) is open daily. All their staff are qualified first aiders and will perform this duty for the pupils and staff on site at the school, if there is no first aider in the school building. All Lady Royd teachers and all PE staff have up to date paediatric first aid training.

#### **Staff working from home or in school will:**

Continue to use CPOMS to log any new worries about a pupil. Speak to a DSL/DDSL face to face if in school, by mobile phone or by school email

Contact the Principal face to face if in school or by email if concerned about the conduct of a member of staff

### **4. Procedures.**

#### **Children and young people who have a social worker.**

These can be defined as Children and young people assessed as being in need under section 17 of the Children Act 1989, including children who have a Child in Need plan, a Child Protection plan (s 47), and those who are classified as "looked after".

Before the school officially closed on 20/03/20, the named school DSL and DSL Primary discussed each child with their Social Workers and/or parents. Social workers confirmed that each pupil could stay at home if their parents wished them to do so. Following this agreement, the school made the following provision for its most vulnerable pupils, in liaison with Children’s Social Care.

Risk Category	Level of Need	Children’s Social Care involvement	School Welfare checks
High Risk	Most risk of harm or neglect and fewest protective factors. This includes those with a Child Protection Plan	Children’s Social Care will conduct all welfare checks for this group. They will visit homes and either view from outside or a distance to ascertain that the child remains safe.	The DSL/ DSL Primary makes regular contact. If contact cannot be made, a letter is sent to the family and a report made to the regular Social Worker.
Medium Risk	Moderate risk of harm but with some protective factors. This includes those identified as a Child in Need or those with an allocated Social Worker	Children’s Social Care will conduct all welfare checks for this group. They will make video calls to these children and their parents/ guardians to ensure that the children remain safe.	
Low Risk	Some concerns escalating or unmet needs. Children who do not meet the “vulnerable” definition but about whom there are some concerns. In time, these could include those stepped down by Children’s Social Care, if notified.	The DSL / DSL Primary makes a weekly phone call to ascertain that the children and family are safe and well. If no contact is made, then the DSL should try again. If contact is not made the Local Authority Interim Lead Safeguarding Education Officer should be contacted for advice – NB not appropriate to contact Children’s Social Care if there is no evidence that the child has been harmed or is at risk of harm.	

If sufficiently concerned about a pupil’s circumstances, the DSLs have the flexibility to offer provision to those on the edge of receiving children’s social care support, in alternative provision, young carers or others at the discretion of the school or Local Authority.

The School is keeping their lists of vulnerable children and young people who should be attending provision under review. A child can be assessed as “otherwise vulnerable” by the school or the Local Authority if they are: on the edge of receiving support from children’s social care services, adopted, at risk of becoming Not in Employment, Education, or Training (NEET), living in temporary accommodation, or a young carer. Once classed as vulnerable, attendance is expected, providing that the pupil or members of their household are not shielding or an EHCP risk assessment (see below) deems them safer at home.

In order to keep assessment of vulnerability up to date, every child who is being educated at home has been allocated a member of staff who makes a weekly welfare telephone call. They speak to the child whenever possible. Any new safeguarding concerns are reported to the DSL/ DSL Primary using CPOMS. During these welfare calls staff take the opportunity when communicating with parents / carers to confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

**Children and Young People with an Education, Health and Care Plan (EHCP) whose needs cannot be met safely in the home environment.**

Many children and young people who have an EHCP can remain safely at home.

On the occasions when there is some doubt about a child’s safety, the Local Authority will liaise with the school, parents and the children involved when appropriate, in carrying out a risk assessment to determine where the child’s needs will be best met. This relates particularly to children and young people whose need for hands-on-care or whose behaviours mean that there are more, or more nuanced risks to be managed than for most children and young people with EHCPs.

A risk assessment for a child or young person will balance a number of different risks including:

- The potential health risks to the individual from coronavirus bearing in mind any underlying health conditions.
- The risk to the individual if some or all elements of the EHCP cannot be delivered for the time being and the risk if they cannot be delivered in the normal manner or in the usual setting and the opportunities to meet needs in a different way temporarily, e.g. in the home or online.
- The ability of the individual’s parents or carers or home to ensure their health and care needs can be met safely week-round or for multiple weeks, bearing in mind the family’s access to respite
- The potential impact to the individual’s wellbeing of changes to routine or the way in which provision is delivered.
- Any out of school risk or vulnerability. For example, a child or young person becoming involved in dangerous behaviour or situations or requiring support from a social worker. This applies to those whose needs are best met in an educational setting, particularly in order to stop a care placement breakdown.

It is most likely that the risk assessment will determine that a child or young person with an EHCP will benefit more from being at home in the following circumstances:

- The child /young person does not need irreplaceable care or health provision.
- The services the child/young person most need can be moved from their educational setting into their home.
- Their parents can meet the child/young person's needs full-time.
- The family can follow hygiene and social distancing practices at home.
- Due to their health vulnerabilities, they are safer in the more stringent social distancing environment of their home.

Schools send out the Local Authority Risk assessment letter and partially completed proforma located in Appendix 1 to parents to gain their views. Parents are requested to return the completed risk assessment to school.

Where a risk assessment determines that a child/young person with an EHCP will be safer at home, then the school will continue to provide appropriate support. If a child/young person with an EHCP for learning difficulties, autism, or both, then the Local Authority, school or both should ensure, with the agreement of the family that the child is identified on the NHS Clinical Commissioning Group dynamic support register if the risk assessment deems a child/young person is safer at home.

It is most likely that the risk assessment will determine that a child or young person with an EHCP will benefit more from being at school in the following circumstances:

- Personal care or health care provided by school cannot be replicated at home (most likely for children/young people attending residential settings).
- Parents / carers cannot meet their needs full time for an extended period, for example where parents carry out personal/ health care in the evenings and at weekends but cannot sustain this full time.
- The child/ young person would face other risks out of school.
- Children/young people whose condition prevents or inhibits self-regulation and whose behaviour cannot be supported or managed by parents/ carers at home, or where this would place a risk to other siblings or family members.

If parents wish their child to attend school but the school feels the risk is too great, then the Local Authority will mediate and consider whether moving either equipment or services<sup>2</sup> into a child/ young person's home would enable them to be supported there rather than in school, particularly if this affords a medically vulnerable child/ young person a way to have their needs met with fewer contacts than might be inevitable at school. If the risk assessment determines that a child or young person with an EHCP will be as safe, or safer at school, then it may be more appropriate for them to attend.

If a child/young person with an EHCP needs to attend school, decisions on how provision is delivered will be informed by staff availability. Alternative specialist provision may be considered, as appropriate to each individual case.

If the school needs to take a decision about a child/young person with an EHCP without being able to involve the local authority, then they will make sure the relevant contact is appraised of the decision made as soon as possible.

Risk assessments will be revisited as circumstances change, for example if a child/young person's needs could be met at home initially, but this is not sustainable over a longer period or in preparation for wider opening for this group of pupils.

If the school believes a child could attend school, but the parents feel the risk is too great then the Local Authority will be informed.

### **Personal protection for staff caring for children/young people with an EHCP.**

It is recognised that some children and young people with special educational needs present behaviours that are challenging to manage in the current context, such as spitting uncontrollably.

It will be impossible to provide the care that some children and young people need without close hands-on contact.

In these circumstances, staff need to increase their level of self-protection, such as wearing a face covering, and additional PPE when appropriate, minimising close contact and having more frequent hand-washing and other hygiene measures, and regular cleaning of surfaces.

Strict hygiene procedures should be followed between interactions with different children or young people. Where possible, children /young people with EHCPs will be supported by their usual Teaching Assistants in order that the number of different children or young people any given staff member is providing personal care for is reduced. If a child/young person's care routinely involved the use of PPE due to their intimate care needs, then this will continue to happen.<sup>3</sup> Furthermore, staff supporting children who regularly spit or use saliva as a sensory stimulant should also wear PPE and will be advised to bring a change of clothing to school with them.

### **All Pupils.**

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<sup>2</sup> This may include: physiotherapy equipment, sensory equipment, online sessions with different types of therapists, phone support for parents in delivering interventions, in-person services, where necessary. Responsibility for commissioning any at-home provision

<sup>3</sup> Coronavirus (Covid-19): implementing protective measures in education and childcare settings.

If any staff member has a new concern about any member of the school community, they should log on CPOMS in the usual way (following procedures laid out in the Child Protection Policy.) The DSL on duty each day reviews CPOMS to check for new concerns. The staff member should follow up with a face to face conversation if in school or a telephone call to the DSL if working from home. Any phone calls made to pupils should be made either from school, using a school device or taking measures to withhold personal numbers.

The DSL/DDSLs will continue to act upon the information shared on CPOMS, including liaison with appropriate external agencies.

If the concern is about a member of staff and a conversation with the Principal is not possible, then an email should be sent and followed up as necessary. The Principal will continue to follow the school's policy on the management of allegations against staff during the period that the school is closed and any wider opening period. The school will continue to follow its legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult.

Furthermore, the school will continue to consider and make referrals to the Teacher Regulation Agency (TRA) as per paragraph 166 of KCSIE (2020) and the TRA's adapted advice for making a referral.<sup>4</sup>

The DSL coordinates the response to any reports of peer on peer abuse during the time that schools are closed and during any wider opening period, following the principles laid out in part 5 of KCSIE 2020, liaising with the Local Authority Children's Social Care department to ensure the children involved in the allegation are safe and that any investigation can be conducted without the risk of virus transmission.

In case of a Domestic Violence Notification, the DSL on duty would follow normal guidance (i.e. to log but take no action) unless informed otherwise by Children's Services.

If a child moves home and is accepted onto the roll of another school, the DSL will ensure that all relevant safeguarding information is transferred in a timely fashion. The SENCO will ensure that relevant information is transferred if the pupil has an Education, Health and Care Plan.

The Children Missing Education Team is available to support the school if there are concerns about a child's whereabouts. The school will continue to follow procedures in relation to children missing education, including doorstep home visits whilst maintaining social distance. If the DSL/DDSL is unable to ascertain if a family is residing at the address following the visit, they will email [cme@bradford.gov.uk](mailto:cme@bradford.gov.uk) or 01274 438877 and the team will conduct an online address check. Advice will then be given as to whether to proceed with a CME referral.

### **Site Safety during school closure.**

As the school is still open for the care of children of key workers, vulnerable children and the staff looking after them, the following safety measures are in place:

- The main school building – apart from the Reception Area and the Offices - is closed.
- All staff, pupils and visitors to school must register at the Main School Reception. Staff should sign in using Inventory software. Anyone with a temperature above 37.8 degrees will be asked to return to their homes and self-isolate.
- Hand sanitiser is available and must continue to be used before going anywhere else in the building.
- Disposable gloves are issued, and facemasks will also be issued when they are delivered into school.
- Pupil supervision takes place in the Foster Beaver Building in rooms S3 & S4.
- The school kitchen and dining room are open to provide a lunch for all pupils and staff attending school on any given day.
- Cleaning throughout the building continues to be a priority. The school will ensure that regular, thorough and deep cleaning takes place.

During this time if any member of staff needs to collect anything at school, they MUST contact the Estates Manager to organise a time to be given access to ANY rooms around school.

### **Evacuation / Invacuation procedures.**

Existing school policy has been adapted in order to consider the smaller number of people onsite and restricted access. If the fire alarm sounds then the staff and pupils congregate on the top driveway, opposite the Foster Beaver building. An iPad kept in the main reception area will be used to access the staff register held on Inventory software. This will be taken outside by the receptionist on duty, alongside the paper record of pupils on site.

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<sup>4</sup> All referrals to be made by email to [misconduct.teacher@education.gov.uk](mailto:misconduct.teacher@education.gov.uk). All referrals received by the TRA will continue to be considered. Where referrals on serious safeguarding measures are received and it is deemed that there is a public interest in doing so, consideration will be given as to whether an interim prohibition order (IPO) should be put in place. The TRA will continue to progress cases, but will not schedule hearings at this time (20 May 2020).

If an evacuation is necessary, the school bell will be rung three times in succession. Activity leaders and pupils should return to the Foster Beaver Building and other staff go to their offices and wait for further information.

In the case of a lockdown, the school bell will be rung four times in succession **and** a message will appear on all computers that are logged on in the building. Staff should secure the room; staff and pupils should shelter under the desks in the room. The bell will sound four times in succession to announce the all-clear and a message will appear on computer screens to confirm this,

### **Online Safety.**

Smoothwall filtering continues to monitor and block any inappropriate online interaction made on-site, the DSL can follow up any concerns flagged using this system. The Network Manager and ICT technician maintain this service remotely. Guidance provided by the UK Council for Internet safety has been distributed to the Governing body to allow them to adequately check that new arrangements continue to effectively safeguard children online.<sup>5</sup>

Governors and Senior Leaders have been provided with a link to the Internet Matters report “Vulnerable Children in a Digital World<sup>6</sup>” to enable them to understand more about the potential increased risks some pupils can face online.

The UK Safer Internet Centre’s professional online safety helpline can provide support for school staff with any relevant issues they face: <https://www.saferinternet.org.uk/helpline/professionals-online-safety-helpline>

The named school DSL is sending out regular safeguarding messages to pupils and parents which include online safety recommendations. The school safeguarding email [safe@bggs.com](mailto:safe@bggs.com) continues to be available for pupils to log concerns. This is checked for new messages by the named school DSL, and relevant action taken. In addition to the internal mechanisms for reporting concerns, pupils are also directed to external sources of help such as: Childline; the UK Safer Internet Centre and CEOP.

Counter Terrorism Police have produced materials for parents who may be worried about their children’s online activities. The DSL will signpost any parent with concerns to <https://www.itai.info/wp-content/uploads/2020/04/Parent-Guardian-Online-Radicalisation-Information-and-Support-V.2.pdf>. Any member of the school community can report any internet based material that they see and believe to be promoting terrorism or extremism by using the following website: [www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism).

### **Mental Health.**

With regard to the pupils in attendance at school, the guidance from the government will be followed, coordinated by the DSL and in liaison with parents and the school nurse service, as appropriate.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/755135/Mental\\_health\\_and\\_behaviour\\_in\\_schools\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf)

The Government issued guidance on 29/03/20 on supporting children’s health and wellbeing at home. This link has been sent to BGGGS parents. <https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak>

### **Attendance.**

During the original lockdown, children were not required to attend school. Therefore, all children were coded as # unless directed otherwise. Pupil attendance was logged on a DfE spreadsheet and submitted centrally by 12.00pm.

A second spreadsheet was sent to the Local Authority at the end of each working day. Attendance registers resumed when wider opening commenced.

In the event of another lockdown, if any child is absent on a day that the school is expecting them in, then contact will be made with the family to ensure that they are all safe and well. This includes children with EHCPs; a review of the Local Authority risk assessment may be necessary if this happens on a regular basis. If the child has a Child Protection/ Child in Need Plan, then the child’s social worker / Children’s Social Care Initial Contact point should also be informed and agreed attempts made to establish that the child is safe and well.

When the attendance of a child / young person with a social worker discontinues, the DSL/ DDSL will notify Children’s Social Care and, where appropriate, keep in contact with the family.

During a lockdown period, no fines or sanctions will be applied for non-attendance, as pupils will not be required to be in school.

The school follows procedures laid out in the Missing Children Policy in relation to pupils who are missing for reasons of internal or external truancy, or where it seems the family are no longer in residence at their address.

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<sup>5</sup> <https://www.gov.uk/government/publications/online-safety-in-schools-and-colleges-questions-from-the-governing-board>

<sup>6</sup> <https://www.internetmatters.org/about-us/vulnerable-children-in-a-digital-world-report/>

## **Delivery school status.**

As a designated delivery school, BGGs may become host to other staff and pupils if their school closes completely. Staff from other schools will be required to visit prior to commencement of the arrangements, wherever possible, in order to:

- present evidence of current DBS certification, although this can be provided by the visiting staff's employer
- receive a safeguarding induction - site safety / activity safety / EHCP and/or safeguarding information for any BGGs pupil / copy of relevant policies (this one, Child Protection and managing allegations, alongside KCSIE 2020 Part 1/annex A)
- conduct a risk assessment for any visiting pupils, to ensure the site is accessible.
- Share safeguarding information about any visiting pupils
- Review DSL arrangements / duties

## **5. Phased return arrangements following a National / Local Lockdown.**

A Wider Opening Risk Assessment, including reference to Health and Safety, Safeguarding and Child Protection enables the school to open to more pupils in a safe manner. This details the way in which staff and pupils will return to school safely and the social distancing, hygiene and other safety measures in place once on site.

Any staff delivering learning to children and young people as part of the wider opening plan will receive face-to-face safeguarding training. Those involved in welcoming back pupils in Reception, Year 1, Year 6, Year 10 and Year 12 in June 2020, received a copy of the document in Appendix 2 before they returned. This document will be reviewed, revised and updated in the event of another lockdown and phased return. Staff will be made aware of the name /location of the on-site DSL for the period that they are in school. The DSL/ Senior Leadership Team / Primary Leadership Team on duty during wider opening will support staff in giving pastoral / mental health care to pupils on site. Year Leaders in the Senior phase and Primary Class Teachers will also be able to support by email from a distance.

Any new staff will take part in the school's normal safeguarding induction process.

Parents/ carers of returning children will be asked to advise the school of any changes regarding welfare, health and wellbeing that may have occurred under lockdown so that the child and family can receive appropriate support.

Vulnerable children, regardless of year group, that have not been attending school during the lockdown are expected to return to Early Years or School provision. The appropriateness of attendance will be assessed as followed:

- For vulnerable children with a social worker, or those assessed as "otherwise vulnerable", attendance is expected unless the child/household are shielding or clinically vulnerable.
- For vulnerable children who have an EHCP, attendance is expected where it is determined, following risk assessment that their needs can be as safely or more safely met in the educational environment.

Plans for limiting class sizes, cleaning and hygiene and ensuring social distancing will follow current Government guidance.<sup>7</sup>

## **Travel to school**

Face coverings are always required on public transport for children over the age of 11 or when attending hospital as a visitor or outpatient. The school will communicate this to parents via the weekly update and in any communication about changes to opening.

## **6. A full return to school.**

If Government guidance advises school to open fully following a period of full or partial lockdown, the following measures will be taken:

The Wider Opening Risk Assessment including reference to Health and Safety, Safeguarding and Child Protection will be updated in order to consider the additional risks and control measures necessary to enable a return to full capacity. A copy of this document will be uploaded to the school website alongside other relevant documents such as this Safeguarding Addendum.

The following proportionate control measures will be put in place with the aim of reducing risk to the lowest reasonably practicable level, following Public Health Advice. These are an adaptation of the hierarchy of controls listed on page 5 of this document:

### **Prevention**

- People who will be required to stay at home, ensuring that contact is minimised with people who are unwell if They have coronavirus (COVID-19) symptoms or have tested positive within the last 10 days; someone in their household have coronavirus (COVID-19) symptoms or have tested positive within the last 10 days.

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<sup>7</sup> Coronavirus (Covid-19): implementing protective measures in education and childcare settings.

- Pupils and staff will be required to regularly wash their hands thoroughly or use hand sanitiser whilst on site as evidence that robust hand hygiene measures are always being observed. This includes when they arrive at school, when they return from breaks, when they change rooms and before/ after eating.  
Staff will supervise hand sanitisation for small children and those with complex needs in order to minimise the risk from ingestion.
- Pupils and staff will be required to adhere to the “Catch it, Bin it, Kill it” approach on site as evidence that robust respiratory measures are always being observed. Sufficient tissues and bins will be provided in school to facilitate this requirement.
- Cleaning arrangements will be enhanced, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach. Rooms that are used by different groups and shared areas will be cleaned more frequently, and frequently touched surfaces will be cleaned more often than usual. Toilets will be cleaned regularly and pupils will be encouraged to wash their hands thoroughly after using the toilet.
- When necessary, i.e. when a staff member is supporting a child with symptoms of coronavirus, appropriate personal protective equipment will be provided.
- The Wider Opening Risk Assessment formalises the school’s intentions re: reducing the number of contacts and maximising distancing between those in school wherever possible, thus minimising the potential for contamination so far as is reasonably practicable. The school will make use of both Class sized and Year Group sized bubbles in order to maintain a broad and balanced curriculum. Each bubble will be kept separate from others, as far as is possible and older children (Upper KS2-KS5) will be encouraged to keep their distance within groups. The school will limit interaction, sharing of rooms and social spaces between groups as much as possible. Movement around the school site will be kept to a minimum. Entry to, and exit from school buildings, break and lunch times will be staggered. Government guidance re: younger children is that they will not be able to maintain social distancing and therefore it is acceptable for them not to distance within their group, however they will be encouraged not to touch their peers or staff.  
Where staff need to move between classes and year groups they will be advised to keep their distance from pupils and other staff as much as they can. Teachers and Teaching Assistants will be advised to stay at the front of the class and to maintain as much distance as they can from pupils and other adults in the room. Time spent within 1m of anyone else will be limited, but support for children with complex needs must continue as normal. Children will be positioned side by side in rows and facing forward whenever possible. Children will only be allowed to bring a limited amount of equipment into school each day. Staff and Children will be expected to have their own set of frequently used equipment (e.g. Pens, pencils) and will not share these. The Pupil Premium fund will be, as is usual, used to provide this equipment for disadvantaged pupils who do not have an adequate supply of their own. Classroom based resources such as books and games can be shared between all pupils in a bubble and taken home, but sharing will be limited where at all possible. Staff will be given guidance on regular cleaning of these items. The school will follow Government guidance on the sharing of resources between bubbles.  
Large gatherings will not take place. Assemblies can be provided virtually to children in their classrooms. Staff room accommodation in both phases will be reorganised in compliance with Government guidelines. In the event that a child routinely attends more than one setting, the school will liaise with the other institution to ensure that strict hygiene and safety measures are agreed and adhered to. Government guidance on higher risk activities relating to Drama, Dance, Music and Physical Education will be adhered to.
- The school will adhere to any additional local safeguarding restrictions imposed by the Government in response to rising rates of infection. See Appendix 3.

## Response

- The school will actively engage with NHS Test and Trace. The “Returning to School” guidance includes information about who can be tested and how the process works. If the school receives a small number of home testing kits from the Government, following the advice for distribution that accompanies them.
- The school will adhere to procedures identified in this document for managing confirmed cases of coronavirus (Covid-19) amongst the school community. - see isolation and notification sections below.
- The school will follow local health protection team advice when containing an outbreak amongst the school community.
- The school will encourage parents, staff and pupils to walk or cycle to school where at all possible.
- The attendance system will return in full.
- The school will discuss any concerns with parents, pupils or staff who may be anxious about a full return, particularly those in the extremely clinically vulnerable, clinically vulnerable and those who may otherwise be at risk from coronavirus (Covid-19). Government guidance will be followed in all cases and the Health and Safety Executive involved if disagreements between the school and employees cannot be resolved.
- The school will contact the school nurse team to ensure a multi-agency approach and continuity of care around the safeguarding of pupils’ wellbeing.
- All the usual pre-term building checks will be undertaken to make the school site safe.
- Good on-site ventilation will be ensured.
- Government guidance on Educational Visits will be followed.

- Specific safety guidance on activities such as physical education, singing / playing musical instruments will be followed whilst maintain a broad and balanced curriculum.
- The School behaviour policies have been updated to include reference to behaviour which increases the risk of infection from coronavirus (Covid-19).
- Preventative and protective measures will be monitored and reviewed regularly to ensure that measures are working. Immediate action will be taken to address any shortfalls.

### Isolation.

If a pupil becomes unwell during the school day with coronavirus symptoms [a high temperature, a new and persistent dry cough, a new loss of taste or smell], then they must be escorted to the Isolation room and their parents called to collect them. The door of the isolation room will be closed, but a window will be open, for ventilation. The door to the adjacent room will also be open, so that the child can be supervised from an appropriate distance.

As is usual practice, in an emergency, a member of staff will call 999 if the child is seriously ill or injured or their life is at risk.

When arriving in the isolation room, a pupil will be supervised by members of the admin team.

Staff must try to maintain a strict distance of at least 2 metres whilst inside the isolation room. If they cannot, they must put on the Personal Protective Equipment provided: a fluid resistant facemask, disposable gloves, and a disposable apron. If there is a risk of splashing to the eyes, for example from coughing, spitting or vomiting, then protective eyewear must be worn.

There are toilet facilities provided within the isolation room. Cleaners must be notified if these have been used. They will be cleaned and disinfected using standard cleaning products before being used by anyone else.

When the child is collected, the family will be told to book a test for the child (if over 5 years old) and begin a period of self-isolation, in line with government guidance. The family must let the school know the results of their child's test. The family must be advised that anyone with coronavirus (Covid-19) symptoms should not visit their GP, pharmacy, urgent care centre of hospital.

Once the child has been collected, a staff member must dispose of any PPE in the bin liner provided. This will be double bagged and disposed of securely after 72 hours.

The flow chart (Appendix 4) provides a visual summary of school procedures.

Any children / staff who has been in close contact with the child do not need to be sent home to begin a period of self-isolation unless they develop symptoms themselves or if the symptomatic person subsequently tests positive, or they have been requested to do so by NHS test and trace.

Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after contact with someone who is unwell.

The area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people.

If a member of staff becomes unwell during the school day with coronavirus symptoms [a high temperature, a new and persistent dry cough, a new loss of taste or smell], they will be advised to go home immediately and arrange for a coronavirus (Covid-19) test to be taken.

A child/ member of staff receiving a **negative** test can return to school, if they have not started displaying more symptoms of Covid- 19. However, **If any other member of their bubble has started to display symptoms in the meantime then the school will seek advice from the local health protection team. This might lead to closure of a bubble or the school so that a deep clean to take place.**

If the child or member of staff receives a **positive** test result, then they must self-isolate for at least 10 days after the onset of their symptoms. They can then return to school only if they do not have symptoms other than cough or loss of sense of smell/ taste. This is because a cough or anosmia can last for several weeks once the infection has gone. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Their household should begin a period of self-isolation for at least 10 days following the symptoms began for the infected person follow "[stay at home: guidance for households with possible or confirmed coronavirus \(Covid-19\) infection.](#)"

Any person who tests positive whilst not experiencing symptoms, but then develops symptoms during isolation should restart the 10-day period of self-isolation from the day they develop symptoms.

The school will contact the local health protection team as soon as they have been notified about a positive test. The health protection team will carry out a rapid risk assessment to confirm who has been in close contact<sup>8</sup> with the person during the period that they were infectious. In line with Government guidance, the school will act on the advice of the health protection team and send home anyone who has been in close contact with the person who has tested positive, advising them to self-isolate for 10 full days following the last contact. The health protection team will provide definitive advice on who must be sent home.

Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms.

If someone in a class or group that has been asked to self-isolate develops symptoms within the 10-day isolation period, they should follow the stay at home guidance as above and should arrange to get tested. If the test result is negative, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop the coronavirus (Covid-19) within the remaining days. If the test result is positive, then they should inform school immediately and must isolate for at least 10 days from the onset of **their** symptoms (which might shorten or extend the original period of self-isolation.) Their household should begin a period of self-isolation for at least 10 full days from when the symptoms began for the infected person, following the stay at home guidance as above.

In line with Government guidance, the school will not request evidence of negative test results or other medical evidence before admitting children or staff or welcoming them back after a period of self-isolation. In the event that a parent or guardian insists on a child attending school, despite them displaying symptoms of coronavirus, then the school can take the decision to refuse entry, inf in their reasonable judgement it is necessary to protect pupils and staff from possible infection.

## **Notification**

The local health protection team may contact the school if they become aware that someone who has tested positive for coronavirus (Covid-19) attended the school, as identified by NHS test and trace. The school will follow all advice given by this team.

The two documents: Responding to Cases and Outbreaks of COVID-19 in School and Educational Settings: Partnership working arrangements Bradford District v1.2 (25th June 2020) and the COVID-19 Resource Pack for Educational Settings in Yorkshire and the Humber both produced by Public Health England will be consulted when the school is notified of suspected cases of coronavirus(Covid-19).

If the school has two or more confirmed cases within 14 days or an overall rise in sickness absence where coronavirus (Covid-19) is suspected, they will continue to work with the local health protection team who will advise whether additional action is needed.

The school will accommodate any mass testing of pupils and staff deemed necessary by the local public health team.

The Strategic Lead in Education and Learning at the Local Authority will be informed of all confirmed cases in school.

**Version 17. Reviewed: 15/12/2020.**

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<sup>8</sup> **Close Contact means: direct close contact – face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin to skin); proximity contacts – extended close contact ( within 1-2 metres for more than 15 minutes) with an infected individual; travelling in a small vehicle, like a car, with an infected person.**

**Appendix 1 COVID – 19: LOCAL AUTHORITY RISK ASSESSMENT LETTER AND PROFORMA FOR PUPILS WHO HAVE AN EHCP.**

(Insert date)

Dear Parent / Carer,

This is an open letter from Vicky Ford MP Parliamentary Under-Secretary of State for Children and Families sent to children and young people with Special Educational Needs and Disabilities (SEND), their parents/carers and families, and all others who support them. It contains links to official government guidance documents.

<https://bso.bradford.gov.uk/news/19201-open-letter-from-vicky-ford-mp>

We would like to support our EHCP pupils through this time and so ask that you complete the following risk assessment and return it to us ASAP.

You will see that the staff (teacher / SENDCo / SLT) have collaborated to complete the risk assessment from the perspective of the educational setting in the first instance. We would like you to confirm whether yourself, and the young person named on the EHCP are in agreement with this assessment. There is space for you to complete the assessment and to comment where appropriate.

We hope to be able to work closely together with you to ensure we are all doing our best to ensure the safety and wellbeing of each individual concerned. Should you feel you are not in agreement, or have any specific concerns regarding the safety of your child working either at home or in school as a result of this assessment, please explain in writing before returning the form so we can arrange a convenient time to discuss this formally. Please also inform us if anything changes throughout the process. We will also be checking in with you throughout the period of isolation anyway so that you have a flexible approach that continues to meet needs.

Completed forms should be returned to (Inset email contact) as soon as possible, but by (Insert date) at the latest.



The government guidance states:

*We expect most children will fall into the following categories:*

- *children and young people who would be at significant risk if their education, health and care provision and placement did not continue, **namely those who could not safely be supported at home**. This may include those with profound and multiple learning difficulties, and those receiving significant levels of personal care support. Local authorities will need to work with the individual's educational setting – especially residential special schools and colleges – as well as local health partners, to ensure they are able to remain open wherever possible. This may mean deploying staff from other schools, to keep staffing ratios safe*
- ***children and young people whose needs can be met at home**, namely those who are not receiving personal care from their educational setting, or whose limited need for personal care can be met in their family home. As part of the government's emergency powers, we will modify the statutory duties on local authorities to maintain the precise provision in EHC plans and will expect educational settings and local authorities to use their reasonable endeavours to support these children and their families*

I / We agree that the needs of the child CAN / CAN NOT be safely met at home at the present time.

Signed on behalf of school setting: \_\_\_\_\_

Signed and dated on behalf of parent / carer: \_\_\_\_\_

Signed by child / young person (if appropriate) \_\_\_\_\_

## Appendix 2. Preparing for a return to school - Welfare guidance for staff.

### Introduction.

School closed to all children on 20/03/2020 except those deemed vulnerable<sup>9</sup> and the children of critical workers. The Government have asked schools to prepare for some pupils in Reception, Year 1 and Year 6 to return to school from 01/06/2020 and for others in Years 10 and 12 to have some face-to-face contact before the end of the summer term. By that time, the vast majority of pupils will have been at home for ten weeks completing remote learning. Some children may have experienced a bereavement during their time away. Others may have been subject to, or witnessed domestic or other types of abuse. Returning to school under very different circumstances: limited class sizes, strict social distancing measures in place etc. will feel quite strange and so staff need to do their best to support children at this time.

The curriculum will include some activities to ensure that pupils are coping with returning to learning but staff should remain aware of the signs that there may be something concerning happening in a child's life.

### What to look out for<sup>10</sup>.

A child who:

- is becoming fearful or withdrawn;
- seems anxious or worried;
- is tearful or sad;
- has become uncharacteristically aggressive or oppositional;
- has regressed in terms of social skills and has fewer friends;
- seems to have a poorer bond or relationship with a parent;
- is uncharacteristically defiant;
- is uncharacteristically "clingy".

These signs don't necessarily mean anything more than a child might be finding it difficult to adjust to the change in circumstances. For example, a regression in social skills might be expected in a child who hasn't seen many other people for the last ten weeks. Relationships with parents may be strained if the whole family has been confined to a small space. A child may have suffered a bereavement and could be grieving. The key is to be alert to changes in behaviour and to talk to the child in the first instance.

### Action to take.

Any concern that a child has been harmed or may be at risk of harm should be reported using MyConcern without delay.

**Examples:** Possible safeguarding concerns might arise if:

A child refers to having no food to eat.

A child talks about violence that might be occurring / have occurred in the family home;

A child refuses to remove jumpers/ cardigans when it is hot - they could be covering up signs of self-harm or physical abuse;

A child expresses knowledge of adult issues inappropriate for their age - this could be a sign that the child is being sexually abused, or has witnessed abuse or pornography.

### Handling disclosure.

Staff should continue to handle disclosure in line with the Child Protection Policy. Disclosure of abuse is typically an act of considerable bravery on the part of the child and often an indication that the pupil has particular trust in the staff member to whom the disclosure is made.

All disclosures must be actioned, at the very least reported using MyConcern software.

Pupils may ask for a promise that what they say will be kept secret. THIS CANNOT BE PROMISED, but the pupil should be reassured that only those people who have to know will be told. The pupil is made aware of the names of these people.

Any staff member who receives information from a child suggestive of abuse should listen attentively without any negative response and particularly without any expression suggesting incredulity or any doubt in the truth of the pupil's account.

Care should be taken not to ask leading questions.

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<sup>9</sup> Those across all year groups who: are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked after child; have an EHCP and it is determined, following risk assessment that their needs can be as safely met or more safely met in the educational environment; have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services) who could benefit from continued attendance. These might include children/ young people on the edge of receiving support from children's social care services, adopted children, those at risk of becoming NEET (not in education, employment or training), those living in temporary accommodation, those who are young carers, and others at the provider's or authority's discretion.

<sup>10</sup> [www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2](https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2))

Disclosures must not be voice-recorded, however a concern (and body map when applicable) should always be raised as soon as possible.

The concern should recount everything said, a description of the child's demeanour and the circumstances leading to the disclosure. It is absolutely paramount that the actual words of the child are used.

Records must contain factual information. Any opinion offered must be clearly identified as such.

The time, date, place and those present at the discussion should also be noted.

The pupil's views, wishes, and feelings must be taken into account when deciding on action to take and services to access.

### Supporting bereaved pupils

Teachers should not worry too much about saying exactly the right thing. The feeling will come across and it is more important that something at all is said than that the perfect words are found. Here are some suggestions for words of comfort that can be offered for anyone who finds this topic difficult to deal with.

- I don't know what to say but I am so sorry to hear this news.
- I am so sorry for your loss – you are in my thoughts.
- I'm so sad to hear this and I'm here if you need to talk.
- I am so very sorry to hear this sad news. I cannot imagine how devastated you are.
- I cannot imagine the hole that she/he will have left. If you need anything, let me know.
- So very shocked and saddened by this sad news. Hard to believe [name] has gone. I am here when you need me.

If you knew the person who died, you might say

- He/she was such a wonderful person/so selfless – full of positivity/kindness [whatever feels appropriate] – they will be hugely missed.
- He/she will be missed so much – they were so special. You are in my thoughts.

After a death it is common for bereaved people to want to go over the events leading up to the death, sometimes many times. They may want to talk about the person and tell stories about their lives, they may cry through these stories. Again, some people find this really hard to hear but just being there can be a great comfort.

Staff need to know that they can't fix someone else's pain but they can make it a little less lonely by listening or asking more about the person, and what has happened, and allowing them to talk. Many people can find this challenging to do. But just listening, and allowing someone to share their feelings can make a real difference.

Source - Adapted from <https://www.cruse.org.uk/get-help/coronavirus/coronavirus-what-say-when-someone-grieving>

**If a child reveals that they are grieving it will be important to talk to their family so that support is appropriate and managed appropriately at home and school. Parents may also need support.**

The child/ family may benefit from contact with CRUSE - the bereavement support service. You could talk this through with the child/ family and pass on contact details as appropriate: The Craven & Bradford Area Helpline number is 01756 797799.

### Prevent.

Prevent management in local authorities is still operating, the school continues to adhere to locally agreed referral procedures.

Any member of staff with concerns about a pupils' online activity or have been alerted by a conversation in school should continue to follow the guidance:

**Notice** - Listen to the young person / read any online communication carefully. Don't shy away from having a conversation with them to establish their views, present a counter argument.

**Check** - Check your concerns with a trusted colleague - would they also be worried? Visit <https://www.ltai.info/wp-content/uploads/2020/04/Parent-Guardian-Online-Radicalisation-Information-and-Support-V.2.pdf> for more information - this is a leaflet for parents who are concerned but it does ask all the right questions and may reassure staff.

**Share** - Report using MyConcern with as much detail as possible. The DSL has had Prevent training and will take any necessary next steps.

If a child/ family come across any online material that they consider is promoting terrorism or extremism, or teachers see it themselves, this should be reported via <http://www.gov.uk/report-terrorism>.

### Pastoral Support.

Staff who have been providing pastoral care for a child/family can access additional support from the child's Year Leader, The DSL or Deputy DSL, or members of the Primary/Senior Leadership teams by email or by telephoning school.

### **Appendix 3. Additional Safeguarding measures put in place in response to additional local Government restrictions**

#### **September 2020**

- All adults and Senior Phase / Sixth Form pupil must wear an appropriate face covering when moving around school.
  - For adults this includes working in departmental offices, using reprographic services, working or taking a break in the staff room or visiting the toilet. They may remove their face covering to eat but must put it back on again immediately when they have finished eating.
  - Senior Phase Pupils are required to wear a face covering when they move between lessons and when they take their break or lunch. They may remove their face covering to eat but must put it back on again immediately when they have finished eating.
  - A plain or subtly patterned mask is appropriate, but one that contains words or images that are considered offensive by any other person in school is not.
  - When masks are worn, they should cover both the mouth and nose.
  - Adults and Senior Phase pupils should bring an appropriate mask (and/or visor for adults) and a re-sealable plastic bag to school with them daily.
  - Training will be given on safe use of face masks (including when to wash hands or use hand sanitiser).
  - A small stock of masks will be available for anyone who forgets their face covering.
- 
- Wearing a face covering is not mandatory in the classroom but adults and Senior Phase / Sixth Form pupils can continue to wear a face covering if they wish.
  - Anyone who removes their mask in a classroom should ensure that it is stored carefully in the re-sealable bag, and not worn as a chin guard.
  - The school will work with pupils with a hearing impairment to ensure that they are not disadvantaged by these actions.
  - Adults are encouraged to let the school know if they believe they should be exempt from wearing a face covering at the earliest opportunity. The guidance on exemptions can be found by following this link: <https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education>.
  - Staff and parents will all receive a copy of "Returning to School" guidance, which details all preventative measures, well in advance of any proposed re-opening date.
  - Visitors onto school premises will be restricted to: Pupil support services such as Children's Social Care, SEND and/or Mental Health support; Essential contractor access to support site health and safety (appointment only) and Emergency Services support, Reception staff need to be made aware of names and arrival times. If these are not provided then the visitor may be refused entrance. Contact details will be taken for test and trace purposes.

## Isolation Room (IR) Procedures

Message received by Reception via SIMS to contact "On Call" to collect a pupil displaying COVID symptoms and bring to IR **OR**  
Primary child brought to IR via outside of the building

Reception staff to take over, ensuring necessary PPE is utilised i.e. MASK

Child to be placed on seat provided in IR, window opened to allow ventilation.  
Adjoining Office door to be opened, corridor door to be closed.  
Record in IR Record Log Book, the child's name, date and time of entry/exit and name of the "On Call" member of staff.

Reception Staff to ring parents and ask them to collect their child **IMMEDIATELY**.  
Please ask parents to wear a mask when entering the site and inform them that they will not be able to enter the Reception area.

Staff in adjoining office to take over, reassure the child that their parent has been phoned and that you are available should they need anything. Do not enter the IR unless it is absolutely necessary. A mask can be worn if you wish but the child will be at least 2m away from the office and a Perspex sheet will be over the entrance to the office.

When the parent arrives, they **MUST NOT** enter the building. Reception staff to wear a MASK when collecting the child from the IR and delivering to parent. Please issue parent with instructions on the next steps i.e. testing or supply with home test kit.

When the parent and child have left the building, please contact Cleaning Staff to clean the IR and wipe down the intercom outside the glass door.

Please inform SB that the IR has been used and will need fogging after school.

At **ALL TIMES** please ensure you wash or sanitise your hands.

